State of New Mexico
LEGISLATIVE EDUCATION STUDY COMMITTEE

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MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman PH

RE: **STAFF REPORT: DEVELOPMENTAL COURSEWORK (REMEDIATION) IN HIGHER EDUCATION**

Introduction

The Legislative Education Study Committee (LESC) has studied education reform issues from a systemic, P-20 perspective since 1998, focusing on such aspects of the education continuum as governance, accountability, teacher preparation and quality, and the alignment of high school curricula with placement in college courses. During the 2003 legislative session, the LESC endorsed and the Legislature passed comprehensive public school reform legislation including a measure to require that high school curricula and end-of-course tests be aligned with the placement tests administered by two- and four-year public postsecondary educational institutions. The Public Education Department (PED) must collaborate with the Higher Education Department (HED) to accomplish that alignment.

In autumn 2005, the secretaries of higher education and public education requested that the Office of Education Accountability (OEA) study the developmental course-taking (remediation) of 18- and 19-year-old New Mexico public high school graduates in the fall semester of their first year attending public postsecondary institutions to find a quantitative measure of the disjunction in high school/college alignment.

The Office of Education Accountability "Ready for College?" Report (2006)

- The OEA's 2006 study, "Ready for College? A Report on New Mexico High School Graduates Who Take Remedial Classes in Higher Education," was presented to the LESC in May 2006. The study included five cohorts of students at all 26 public two- and four-year postsecondary institutions. It showed that, of the total 35,654 regular (non-alternative, non-charter) public school graduates included in the sample from school years 1999-2000 to 2003-2004:

  - approximately 49 percent took one or more remedial classes, in literacy or mathematics or both, in the fall semester of their first college year;
  - approximately 41.1 percent took classes in mathematics;
  - approximately 31.1 percent took classes in literacy and communication skills; and
  - in addition, approximately 15 percent took classes in general basic skills; 2.0 percent took classes in other basic skills; and 0.4 percent took classes in career exploration.

- The study showed that remediation course-taking varied significantly by student ethnicity, from 66 percent of all Native Americans taking at least one remedial course, to 36 percent of all white non-Hispanic students.

- Remediation rates were shown to vary substantially from district to district, from a low of 16 percent in Wagon Mound Public Schools to a high of 77.3 percent in Hondo Valley Public Schools. Among individual high schools, remediation rates ranged from a low of 16 percent at Wagon Mound High School to a high of 82.8 percent at Navajo Pine High School in the Gallup-McKinley County Public Schools.

- Upon release of the 2006 study, the Secretary of Higher Education stated that data were now available to begin looking at such things as:

  - what high school curriculum the students took;
  - what partnerships the high schools have with higher education;
  - where their teachers receive training, and what level of licensure they had achieved; and
  - how successful colleges are at remediating a student and retaining the student for continuing coursework.

- This report summarizes the 2007 report from OEA on remedial course-taking, as well as some of the initiatives taken in New Mexico to examine remediation data in greater detail and to address remediation needs.

The OEA's "Ready for College?" (2007)

In June 2007, the OEA released an update of its 2006 remediation study. The 2007 report includes information regarding a total of 35,723 students in five cohorts from school years 1999-2000 through 2003-2004, plus data for 15,355 students in two additional cohorts, from school years 2004-2005 and 2005-2006. For the most part, the new students were selected on the same basis as for the previous study: they were 18- and 19-year-old students who attended New Mexico public high schools and were in their first year at the 26 New Mexico public

postsecondary institutions. The 2007 report contains data for students in alternative and charter schools who were not included in the 2006 analysis.

Data are presented in the form of seven-year trends in remedial course-taking as follows:

- for the entire sample of 51,078 students;
- for regular public high school subgroups disaggregated by gender and ethnicity; and
- for individual high schools, including 115 regular public high schools (two more than in 2006), nine alternative high schools, and four charter high schools; but
- not for groups disaggregated for each of the 89 school districts, as data were in the 2006 report.

OEA states that it offers the trend data as baselines so that policymakers and educators can measure the impact of various interventions on future cohorts as new initiatives are implemented at the statewide, district, and school level over coming years. For the entire sample and for key subgroups, the table below summarizes data in the report showing percentages of students taking remedial courses over seven years:

Table 1. Percent of Students in Remedial Literacy and/or Mathematics Courses

Group	2000	2001	2002	2003	2004	2005	2006
Size of Sample	6,696	6,623	7,170	7,618	7,616	7,668	7,687
% in Remediation							
Whole Sample	46.2%	47.5%	50.2%	50.4%	50.7%	50.4%	49.3%
Females	48%	51%	53%	54%	53%	53%	53%
Males	45%	43%	47%	47%	48%	48%	45%
Native Americans	67%	67%	67%	65%	68%	69%	70%
Hispanics	55%	56%	60%	61%	60%	56%	56%
Whites	36%	36%	36%	37%	37%	33%	31%
African-Americans	53%	49%	59%	59%	54%	51%	49%
Asian Americans	30%	33%	52%	34%	42%	29%	36%

- The 2007 report shows that, in the fall semester of 2006, approximately 49.3 percent of New Mexico public high school graduates took college developmental courses in mathematics and/or literacy. OEA states that this figure represents a slight, but not likely statistically significant, decrease from the percentages of students who took remedial courses in the previous four years.

- Comparing the 2000 and 2006 cohorts, it appears that the number of New Mexico high school graduates who are opting to enroll immediately after graduation in a New Mexico public college is growing.

  - The 2006 cohort is larger by 991 students—almost 15 percent greater than the 2000 group. The percentage of students in the two cohorts who took remedial courses grew by approximately 6.7 percent during that time.
  - Without more data about the characteristics of students in each cohort, it is not possible to know how the later, larger cohorts differs from earlier ones in terms of factors that typically influence preparation for college, such as parental income and educational background.

- The percentages of students in each ethnic group who took remedial courses fluctuated during the seven years of the study, and it is unclear what meaning, if any, those fluctuations have. Comparing the 2000 cohort with the 2006 cohort, OEA points out that the percentages of students in all ethnic groups except white non-Hispanics who took remediation increased. However, none of the groups experienced steady increases or decreases over the seven years of the study. OEA cautions against interpreting the trend data to represent statistically significant variations.

- Regarding the data for individual high schools, again, it is challenging to pick out any meaningful trends. Fluctuations are more dramatic at some high schools than others, but none seem to show consistent upward or downward movement in the percentages of their students taking remedial classes over seven years.

- The 2007 OEA report goes on to explore briefly the question "How many 9th graders who enter high school are ready for college five years later?" and concludes that, based on the limited available data, approximately 13 percent of students who enter 9th grade in New Mexico can be known to be ready for college classes five years later. However, this estimate is based on tenuous assumptions because of limitations on available data. For example:

  - OEA arrives at the 13 percent figure by dividing 3,805, the number of New Mexico high school graduates who entered New Mexico public postsecondary institutions and did not take remedial classes in the fall semester of 2005, by 28,816, the number who started 9th grade in New Mexico public schools four years earlier in 2001.
  - OEA notes that this estimate is based on the raw number of students at "key points in the pipeline, rather than the more accurate method of tracking individual students through the P-20 education system."
  - Finally, OEA states that little is known about the students who do not enroll in New Mexico colleges who may have dropped out, moved out of state, earned a GED, graduated and enrolled in college out of state, joined the military, or joined the workforce, among other possibilities.

- The question of how to accurately measure student outcomes in New Mexico will remain, as OEA and others frequently state, until New Mexico has a reliable longitudinal P-20 data system for tracking students throughout their educational careers.

- OEA's statistical analysis reveals a significant negative correlation between performance on state standards-based assessments in reading and math in 2005 and 2006, and remediation rates in 2006, indicating that "overall, as the percentage of high school students meeting proficiency on the (New Mexico Standards Based Assessments) increases, the percentage of high school graduates requiring remediation in college decreases."

- However, by comparing the seven-year percentages of graduates taking remediation with the status of individual high schools in the school improvement cycle, it should be noted that, while all of the high schools in advanced stages of the cycle, such as "Corrective Action" or "Restructuring," have relatively high rates of students who take remedial courses in college, there are several small high schools that usually make Adequate Yearly Progress but whose students require remediation in college at rates above the statewide mean.

- Because of the practical limitations in accessing and using the data available to OEA, the report should be read with the following caveats in mind:

  - Not all of the students in the sample are necessarily high school graduates. Two-year open-admissions colleges in New Mexico allow students to register on an "ability to benefit" basis. Such students include those who are 18 years old but have not earned a high school diploma or a GED. They may be students who have dropped out of high school, as well as those from home-schools or other non-traditional and alternative educational settings.
  - Since students who apply to two-year colleges generally self-identify their high school of origin, a high school may be assigned credit (or blame) for the placement of a student who dropped out but indicated having graduated from that school.
  - The study only includes remedial courses taken in the fall semester. By excluding those who take remediation in the spring semester, the study may undercount how many students take remedial courses or the nature of the remedial courses they take.
  - Placement practices in public postsecondary institutions in New Mexico are highly variable as to the instrument and the score used for placement. For example, the ACT score used for placement in remedial mathematics ranges from a low of 18 to a high of 24 (see Attachment 1). Colleges also differ in policy as to whether a student is required to take a developmental course based on a placement test score or is able to by-pass that course.

National Estimates of Remediation Costs

When a student arrives in college unprepared for college-level work, there are significant costs to the student, the institution, and society at large that are sometimes characterized as "double billing" because in most cases the state has already paid for the student's apparently inadequate high school education. There is little consensus about the exact cost of remediation, but several researchers have attempted to make estimates.

- The most obvious and quantifiable cost of remediation is the cost of the courses themselves, in tuition and state subsidies for public postsecondary institutions. These costs are paid by (1) students and their families; (2) scholarship funders; and (3) the state and local governments (that is, taxpayers) that fund institutional budgets.

- According to a brief by the Alliance for Excellent Education in August 2006, "Paying Double: Inadequate High Schools and Community College Remediation," community colleges bear the greatest share of the remediation burden in the United States.

  - The Alliance identifies faculty salaries, classroom space, and a variety of support services, including counseling, administrative support, parking, facilities, maintenance, and the like, as components of the cost of remediation.
  - Often, the Alliance states, because of trade-offs required by limited space and resources, colleges must reduce the numbers of non-remedial courses they offer—courses that arguably would provide greater benefits to the community and its economy.

- The Alliance calculates that nationally, taxpayers provide about $1.0 billion annually to cover the direct and indirect costs of remedial courses through subsidies to community

colleges from state and local revenues, with students and their families paying an additional amount of approximately $283.0 million in community college tuition.

- Other, earlier, studies that estimate the national annual cost of remediation in a range from approximately $400,000 to $1.0 billion are summarized in a review of research by the League for Innovation in Higher Education.

  - The League points out that among those studies there was no consistent definition of what constitutes remediation, what services should be included in the estimates, or what percentage of overhead or indirect costs can fairly be attributed to remedial courses.
  - In addition, the League notes that standards for remediation vary widely from state to state.
  - Finally, the review cites a number of studies of states or institutions where tuition fully covered the cost of remediation. Where applicable, those findings do not mean that remediation has no cost, but rather that in those states or institutions it is students, their families, and scholarship funders who bear the full cost of remediation.

Estimates of Remediation Costs in New Mexico

As in the case of national cost estimates for remediation, there is no firm estimate of the annual cost of remedial course-taking in New Mexico. However, various sources have attempted to identify some aspects of the cost.

- The same 2006 Alliance for Excellent Education brief cited above attempts to break out the "annual remediation savings" that would be realized from "a reduced need for community college remediation" in all 50 states and the District of Columbia. The Alliance proposes that New Mexico could save approximately $9.8 million in higher education costs annually by better preparing students for college.[1]

- In 2007, the Legislature considered HB 681, *Payment of Remedial Courses at Colleges*, which would have required that, if a student who received a high school diploma upon graduation from a New Mexico public high school is unable to meet academic admissions standards at a two-year public postsecondary educational institution in New Mexico without remediation, the school district must pay the course tuition and fee costs of required remedial or development courses. However, the bill did not pass.

  - The Legislative Finance Committee (LFC), in its Fiscal Impact Report (FIR) for HB 681, provided a rough estimate of the cost to school districts if the bill were passed. The LFC cautioned that such an estimate was difficult to make given the limitations of the data.
    - Extrapolating from the remediation statistics in the 2006 OEA "Ready for College" report, the LFC stated that annually, an average of 3,494 recent high school graduates enroll in a total of 9,123 remedial courses in New Mexico public postsecondary institutions, 95.1 percent of them at two-year institutions.

[1] **This figure was arrived at by multiplying the cost of one course** *(the cost of tuition multiplied by five to realize the full cost of instruction, and divided by 10 which is assumed to be the average number of courses a student takes in an academic year)* **times the estimated number of students under age 25 who take at least one remedial course per year** *(estimated based on national data showing that approximately 52 percent of community college students are in that age range, and that 42.5 percent of public two-year students take at least one remedial course).*

- Using an average tuition cost per credit hour of $45, assuming that remedial courses are usually 3 credits, and including a $40 registration fee for each student per semester, the LFC estimated remediation *tuition and fees only* for one semester for recent graduates at two-year institutions to be $581,525; and for two semesters to be approximately $1.2 million.

➢ The HED agency analysis for HB 681, updated by HED in June 2007 for the LESC, provides a different estimate of the annual cost of remediation in New Mexico, one based on the estimated total burden of remediation in the higher education funding formula (see Attachment 2). According to HED:

- State system-wide enrollment in remedial courses for one full year, from fall 2005 to summer 2006, was 188,161 credits at the "lower level Tier 1" for funding formula purposes. Approximately 7.8 percent of all credits reported for fall 2005-summer 2006 were remedial; and 11.7 percent of all lower division credits were remedial.
- For FY 08, the higher education funding cost factor for such courses is $123.47.
- Assuming that the number of remedial courses taken was the same in the period from fall 2005 to summer 2006 as it will be for all of FY 08, HED estimates that the total cost of remediation in the higher education funding formula for FY 08, paid from the General Fund, would be approximately $23.2 million.
- The HED estimate does not include some costs such as student fees.
- Approximately 16.5 percent of all remediation costs are attributable to recent high school graduates, at a projected FY 08 cost of $3.8 million.

➢ HED states that remedial courses for all students account for approximately 3.0 percent of the New Mexico higher education budget. That estimate falls within the range of estimates for other states cited by the League for Innovation in Higher Education, from a low of 1.2 percent of the total higher education budget in Maryland, to a high of 7.0 percent in Washington.

➢ The LFC notes that the relationship in the higher education funding formula between the funding cost factor and credits for tuition payments is highly complex, making the total cost of remedial instruction difficult to estimate. This is an issue that should be addressed as the LESC continues to examine remediation.

- The Alliance for Excellent Education points out that economically, remediation is a poor substitute for adequate preparation, stating that students who need remediation are likelier to exit college without a degree and thus tend to earn less income. The Alliance refers to National Center for Education Statistics (NCES) data indicating that the leading predictor that a student will drop out of college is the need for remedial reading. Based on data showing that individuals with some college but no degree earn, on average, about $20,171 less each year than college graduates, the Alliance estimates that the total annual lost earnings resulting from inadequate preparation for college is approximately $2.3 billion nationally, and in New Mexico, approximately $22.0 million.

- In addition, the estimated cost of remediation in New Mexico does not include these factors:

  - the costs of books and materials;
  - the cost of delay in progress toward a degree for students on the lottery and other scholarships, who may run out of funding prior to graduation; and
  - the cost of student loans for additional semesters required to earn a degree.

The Positive Face of Remediation

Despite these negative aspects of remediation, there are some more positive dimensions. While the Education Commission of the States (ECS) and other authorities point to data showing that, when students arrive in college needing remediation, their prospects for success are lower than for students who are well prepared, ECS says that NCES data indicate that remediation programs themselves are valuable in enabling many students to pursue college-level work who otherwise could not: approximately two-thirds of students enrolled in remedial reading, writing or mathematics courses in a large-scale 1996 study successfully completed those courses; 45 percent of those who took two remedial courses and 35 percent who took five or more remedial courses earned at least an associate degree.

Other research confirms this point:

- Dr. Clifford Adelman, in a 2006 descriptive study entitled *The Toolbox Revisited: Paths to Degree Completion from High School through College*, attempted through statistical analysis to assess the relationship of many factors, including remediation, on degree completion for a large, nationally representative cohort of students. Dr. Adelman states that "[s]ufficient numbers of students who took remedial classes successfully moved through them so that remediation did not make a strategic difference in degree completion."

- Likewise, a 2005 study for the National Bureau of Economic Research looked at the possible relationship between remediation and degree completion. The report indicates that "[t]he results suggest that *students in remediation are more likely to persist in college in comparison to students with similar test scores and backgrounds who were not required to take the courses* [emphasis supplied]. They are also more likely to transfer to a higher-level institution and to complete a bachelor's degree." This finding highlights the importance of discussions underway in New Mexico regarding how students are placed in remedial courses.

- The Institute for Higher Education Policy argues that, since the earliest days of higher education in the United States, remediation has been provided for a significant portion of students. The Institute states that good public policy on remediation must focus on two mutually reinforcing goals, approached systemically and collaboratively by public schools and higher education:

  - Goal 1: Reduce the need for remediation by:
    - alignment of high school requirements with college content and competency expectations;
    - early interventions and financial aid programs targeted at students at the K-12 level that link mentoring, tutoring, and academic guidance with a guarantee of college financial aid;

- follow-up and feedback systems from colleges back to students' high schools of origin;
- improved teacher preparation; and
- overall K-12 school reform.

➢ Goal 2: Improve the effectiveness of remediation by:
- creating inter-institutional collaborations among colleges and universities in a state system, allowing best practices and ideas to be shared and replicated;
- making remediation a comprehensive program that encompasses more than just tutoring and skills development; and
- utilizing technology to enhance the teaching/learning experience.

How Are Remediation Data Being Used in New Mexico?

To determine how the data in the 2006 OEA "Ready for College?" report, as well as remediation data available at individual colleges, are being used, LESC staff conducted a series of interviews in May and June 2007 with administrators at the state level and at two-year public postsecondary institutions. The interviews produced an inventory of communication and program planning strategies and initiatives underway, often in concert with local school districts, to use remediation data to better understand the scope of the problem, and directly to reduce the need for remediation (see Attachment 3). Following is a summary of key state, regional, and local strategies:

- ***The American Diploma Project Network***

➢ Following the presentation by the OEA of the 2006 "Ready for College?" report, the LESC convened a 60-member LESC Subcommittee on College/Workplace Readiness and High School Redesign to hear presentations over the course of the 2006 interim, and to make recommendations concerning a broad range of issues related to the alignment of high school curricula and assessments with college and workplace expectations.

➢ In September 2006, based in part on the recommendation of the work group, New Mexico joined 28 other states in the American Diploma Project (ADP) Network of Achieve, Inc., to pursue a structured approach to aligning state high school standards with entry-level college and workplace standards. The 2007 Legislature appropriated $50,000 to the LESC for the costs of participating in the Achieve Alignment Institutes.
- A team of 12 representatives of HED, PED, two- and four-year college math and English faculty, high school math and language arts teachers, and LESC staff was selected to guide the alignment effort and attend the Alignment Institutes.
- At the first Institute in April 2007, the team began its work, including establishing a timetable of activities to complete the alignment of high school, postsecondary, and workplace standards by 2008.
- New Mexico made four commitments when it joined the ADP Network, as follows:

(1) to align high school standards and assessments with the knowledge and skills required for success after high school;

(2) to require all high school graduates to take challenging courses that actually prepare them for life after high school. Legislation increased graduation standards for students in the class of 2014 with the passage of high school redesign legislation;
(3) to streamline the assessment system so that the tests students take in high school also can serve as readiness tests for college and work, also addressed in the 2007 high school redesign measures; and
(4) to develop longitudinal data systems that enable the state to hold high schools accountable for graduating students who are ready for college or careers, and postsecondary institutions for students' success once enrolled, address in 2007 legislation requiring the use of a consistent student identification number through the P-20 system.

- ***The Public Education Department***

  - PED states that it has been able to use the OEA's "Ready for College?" study in a variety of ways such as:
    - providing foundational information supporting initiatives focused on redesigning New Mexico's high school educational system, including the need to increase student participation in advanced mathematics;
    - supporting the state's participation in the American Diploma Project (described above), which focuses on alignment of high school expectations with college and workplace readiness expectations, particularly in mathematics and English/language arts;
    - guiding professional development planning to improve the consistency and quality of Next Step plans;
    - "jumpstarting" discussions in the HED/PED Alignment Task Force created in 2005 that examined processes associated with student enrollment in developmental and remedial classes, including the test scores that determine placements in remediation courses, and the importance of articulation agreements;
    - contributing to consideration about development of the three-pronged high school assessment processes required as part of high school reforms in the 2007 legislation;
    - using the data in presentations and communications about the need to improve New Mexico high school education, including adding value to the senior year; and
    - underscoring the importance of fully implementing the unique student identifier from preschool through graduate programs in order to track student success.

  - In summary, PED states that "Ready for College?" has provided a valuable benchmarking process for not only the preK-12 educational system, but the postsecondary system as well, to examine successes involved with supporting student retention and graduation.

- ***The Higher Education Department***

  - HED states that it is taking the following steps to use remediation data:
    - The department has begun discussions with the chief academic officers of all public postsecondary institutions regarding the information in the 2006 OEA report, as well

as the matrix of widely varying placement tests and cut scores used system-wide, to move to common placement test cut scores, as the system moves to a common high school assessment and college placement test required by the 2007 high school reform legislation. The department views agreement among postsecondary institutions to reconcile cut scores and placement tests as critical, because, without it, the state will not be able to align high school curricula and assessments with placement tests.

- HED is also encouraging higher education institutions to meet with their partner high schools and share data from institutional research concerning the performance of graduates from those high schools. HED has divided the state into geographic regions and assigned responsibility for each school district to one of the branch or independent two-year colleges for purposes of P-20 partnerships (see Attachment 4).
- Finally, HED is encouraging research similar to a study undertaken by Central New Mexico Community College (CNM) with Albuquerque Public Schools (APS), described in Appendix A. That descriptive study looked at whether or not CNM students were placed in developmental or college level English and mathematics courses, and disaggregated the data based on student high school or origin, gender, ethnicity, and high school mathematics and English courses.

- ***College and High School Partnerships***

  - Higher education administrators and institutional research staff[2] who were interviewed described the following types of initiatives to improve preparation before students come to college:

    - *Formal and informal structures for dialogue and communication between leadership at a postsecondary institution and a local district or high school, or among colleges and school districts regionally.* Some partners have councils that meet monthly or quarterly; some partnerships are more informal, simply involving weekly or even more frequent telephone conversations between local high schools and administrators at two-year colleges.
      - ✓ Every college that was interviewed stated that it had one or more partnerships of this type, and described the subject matter of the conversations as wide-ranging;

    - *Specific, formal efforts to align high school curricula and standards with college-level course requirements.* These activities usually occur during teacher in-service days. Partnerships working on alignment include:
      - ✓ the Continuing Success Committee of CNM, the University of New Mexico (UNM), APS, Bernalillo, and Rio Rancho Public Schools;
      - ✓ Eastern New Mexico University (ENMU) and its local school districts; and
      - ✓ New Mexico State University-Doña Ana (NMSU-DA) and Gadsden Independent Schools;

[2] To further verify this sample of responses would require a survey of school districts and public high schools.

- *Sharing of data concerning results of students' freshman placement and/or fall semester outcomes such as GPAs with their high school of origin*:
  - ✓ Institutions such as San Juan College (SJC) and ENMU have routinely reported such data to their local districts;
  - ✓ Other colleges stated in interviews that they previously reported this type of data, but have discontinued the practice;

- *Administration by two-year colleges of placement tests such as Accuplacer or Compass to some or all students in the 10th, 11th, or 12th grades at local high schools*:
  - ✓ This practice is widespread, at institutions including ENMU-Roswell; Clovis Community College (CCC); NMSU-Doña Ana; and UNM-Gallup.

- *Dual credit programs and career pathways programs* that allow high school students to earn college credit toward an associate degree or a technical certificate while they are still in high school, and frequently involve spending time on campus to get a taste of college expectations, meeting with college advisors, and taking placement tests to meet pre-requisites for college-level courses;

- *Participation in GEAR-UP partnership grants*:
  - ✓ GEAR-UP is a federally funded program administered by HED to increase career and college readiness among students with the greatest need in New Mexico;
  - ✓ CCC and ENMU-Roswell are participating as higher education partners in GEAR-UP; SJC and Santa Fe Community College (SFCC) also state that they are participating in GEAR-UP; and

- *Spring or summer bridge programs* that give high school juniors and seniors a taste of college and a chance to complete developmental coursework or earn college credit prior to their first fall semester in college:
  - ✓ Bridge programs of various sizes are in place at CNM, NMSU-Doña Ana, and UNM-Gallup.

- ***Achieving the Dream***

  - ➢ Six New Mexico two-year colleges are participating in the Lumina Foundation *Achieving the Dream* (AtD) multi-year initiative with the goal of improving the rate of retention and degree completion of community college students, particularly among low-income students and students of color. The six New Mexico AtD institutions are:
    - CNM;
    - NMSU-Doña Ana;
    - San Juan College;
    - SFCC;
    - Southwest Indian Polytechnic Institute (SIPI); and
    - UNM-Gallup.

  - ➢ The goals of the AtD initiative is to encourage institutions to use institutional research data to understand how students are faring over time; identify gaps; plan to implement

strategies to address those gaps; evaluate the results; and institutionalize successful practices.

- The thrust of AtD the initiative is primarily within the institutions, and it varies from one institution to the next. New Mexico AtD institutions that were interviewed described studies that they have conducted or are conducting to evaluate the appropriateness of their policies for placing students in remediation, as well as efforts to track students longitudinally to evaluate success in remediation and initiatives the institutions are putting in place to improve retention and successful degree completion.

- In the first-year AtD status report, the six participating New Mexico colleges identified 17 outreach activities to high school and the community such as those mentioned above to improve student retention and success.

Conclusion and Policy Implications Regarding OEA's "Ready for College?" and Remediation in New Mexico

The data provided by the OEA in the two "Ready for College?" reports quantifies, within the limitations of currently available data, the problem of public high school graduates arriving inadequately prepared at New Mexico public colleges. Judging by the frequency with which data from the 2006 report were cited during the 2007 legislative session, the report provided and may continue to provide a useful spur to policy reform.

OEA has presented the data in the form of seven-year-trends in the 2007 report in the hope that these trends can reveal the effects of interventions to reduce remediation needs. OEA points out apparent trends for the seven years to date in whole group and demographic subgroup participation in remediation but does not claim that they are statistically significant. Bearing in mind the cautions presented by the June 2007 LESC Staff Brief "Assessing Educational Research" regarding attributing causality to data gathered by non-experimental methods, the suggestion that the trend analysis can measure impacts of reforms should be weighed carefully.

To reveal meaningful trends, the research will need to be continued over many years, and to understand the factors that underlie those trends will require much more detailed analysis of student characteristics and other factors that might provide alternative explanations, other than the affect of interventions, on remediation levels. For example, until more is known about the characteristics of students who accounted for growth in cohort sizes from 2000 to 2006, it is not possible to understand the 6.7 percent increase in remediation over that time period. The 2006 and 2007 OEA reports provide baseline information; OEA, HED, and PED may wish to consider whether the data should be updated annually or perhaps less frequently, given the labor-intensive nature of the research using currently available data systems.

Other possible uses of remediation data include the following:

- Statewide data (particularly when improved system links produce more reliable and verifiable data), and reports from postsecondary institutions to students' high schools of origin regarding remediation, may have value as school accountability measures since they quantify a real-world outcome of student learning in high school. These data might be useful internally for high school needs assessments and Educational Plans for Student Success, as

well as externally to validate AYP results, provided that high school administrators and staff receive professional development on how to make data-driven decisions that improve instruction and, ultimately, raise student achievement.

- Studies such as the one undertaken by CNM and APS can provide more information about students who take remediation, and form a basis for action in efforts to identify weak spots in high school programs, increase P-20 communication, and align high school curricula with college expectations.

- OEA and postsecondary staff who use P-20 data regarding student remediation reaffirmed the need for a functioning P-20 longitudinal data system using the same student identifier to provide richer, more accurate, and more accessible information about student progress and outcomes.

Appendix A: *The 2006 CNM/APS Remediation Study*

- In 2006, following the release of the OEA's 2006 "Ready for College?" report, CNM and APS undertook a joint review of the academic preparation of all recent APS graduates who enrolled at CNM between 2001 and 2005 and who either took the Accuplacer placement test or were referred to college-level or developmental courses based on their incoming ACT score. APS is CNM's largest "feeder" school district. The methodology used by CNM and APS was, briefly, as follows:

  - CNM provided a computer file to APS of all the first-time, first-year students who enrolled at CNM in the five-year time period in question who had stated they were graduates of one of the 11 APS comprehensive or five alternative high schools. CNM also provided information about whether each student was placed into college-level or developmental English and mathematics.
  - APS searched its student data base to match the records forwarded by CNM to its records of former students, and where it made a match, identified each student's twelfth grade English course, highest level of mathematics taken regardless of the grade in which it was taken, and highest level of mathematics taken in the 12th grade.
  - The results were sorted and tabulated based on high school, ethnicity, gender, and transcript information, and the results were presented in a series of detailed spreadsheets to internal and external constituencies at both CNM and APS in spring 2006.

- In all, 5,258 recent APS graduates were included in the CNM/APS study, approximately 23.5 percent of the total 22,248 graduates from APS high schools between 2001 and 2005.

- Caveat: Some of the students in the sample were regular CNM students, and some were UNM students whose developmental coursework is provided though CNM. The UNM students were not accounted for separately, and their presence may skew the results, since UNM students who did not require remediation were not included in the sample.

- Placement of students in the study was as follows:

Table 2. APS Recent Graduate Placement at CNM, 2001-2005

	Mathematics	Literacy	Math &/or Lit
Devopmental	71.6%	50.6	61.2%
College-level	28.4%	49.4	38.8%
Total Students	4,348	3,504	5,258

Note: Not all students were placed in both subjects.

- An examination of the CNM/APS data shows that placement varied by high school, by ethnicity, by gender, and by high school coursework.

- Certain results confirm expectations regarding the benefit of a rigorous high school mathematics curriculum. Among students from the nine comprehensive high schools, the data show that, in the aggregate, students who took their highest level mathematics course in 12th grade were more likely (by a few percentage points, at least) to be placed into college-level mathematics. Among all students placed in a math course, approximately 73.9 percent

of those who took no mathematics in their senior year were placed into developmental math at CNM.

- Looking only at high school math courses for which there were more than 10 students in the sample, more than 90 percent of students whose highest level mathematics was Algebra I, Intermediate Algebra, Algebraic Models, Business Math, Consumer Math, Transition to Geometry, Geometry, or Integrated Math Topics were placed in developmental mathematics.

- On the other hand, at least two thirds of students whose highest level of mathematics was Trigonometry, Pre-Calculus, AP Calculus I, or AP Statistics were placed into college-level mathematics. Students who took those courses in their senior years were more likely to be placed in college-level mathematics.

- However, among the 1,576 students whose highest level of mathematics was Algebra II, approximately 41.6 percent were placed into college-level mathematics, while only approximately 36.6 percent of the 677 students who took that course in their senior year were placed in a college-level course. This might reflect the effect of the unknown number of UNM students in the sample, who are registered at CNM for remedial courses, but not for any of their college-level coursework.

- APS states that it presented the data from this joint study to engage in "courageous conversations" with its board, administrators, principals, teachers and the public. The district states that it is studying differences between its district-wide Algebra tests, which are designed to address state standards, and the expectations of college-level coursework, and also cites work on an aligned K-12 math curriculum, a new math text adoption, and a range of teacher professional development activities including some that engage college freshman course instructors, as strategies that address issues raised by the data.

- CNM states that the data from the joint study raised particular concerns regarding the needs of its students whose primary home language is not English and students with special needs, and that the college is developing new strategies to provide those students with appropriate support. The college has begun discussions with Bernalillo Public Schools and Rio Rancho Public Schools about a data review similar to the APS study, and intends to replicate the APS study in three years.

- CNM states that the greatest benefit of the study was that it encouraged and intensified the dialogue between the college and the school district in their mutual effort to identify approaches to improve student preparation.

- Santa Fe Community College and Santa Fe Public Schools have begun a data review similar to the CNM/APS project.

- Institutional research officers at several colleges stated that data-sharing agreements between higher education and public schools and the creation of a longitudinal P-20 data system will facilitate studies of this type.

Selected Results from a Review of Data

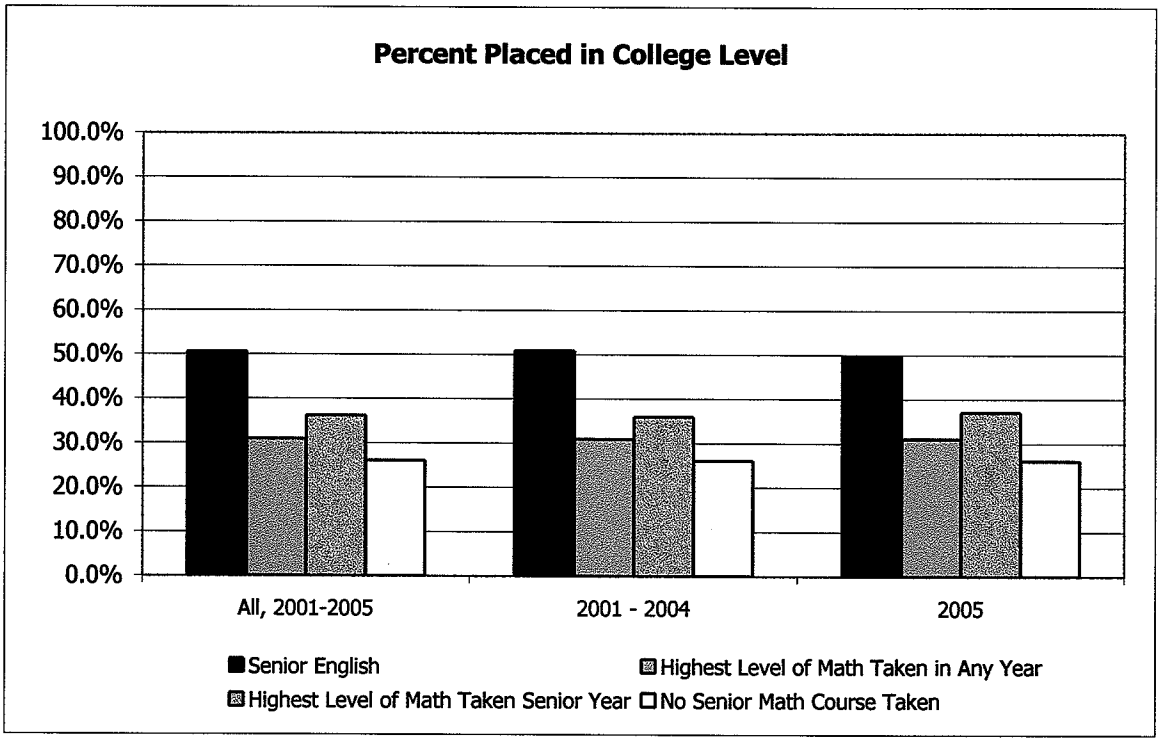
First-Time Recent Graduates of Albuquerque Public Schools Placed in College-level and Developmental Mathematics and Literacy Courses at Central NM Community College

2001-2005

SOURCE: Central NM Community College, 2006

First-Time Recent APS Graduates Placement[1]
Summary

Subject Taken in High School	Graduates	Total Placement by ACT or ACCUPLACER	% Placed Into Developmental	% Placed into College Level
Senior English	All, 2001-2005	2,832	49.4%	50.6%
	2001 - 2004	2,222	49.1%	50.9%
	2005	610	50.2%	49.8%
Highest Level of Math Taken in Any Year	All, 2001-2005	3,542	69.1%	30.9%
	2001 - 2004	2,825	69.1%	30.9%
	2005	717	68.9%	31.1%
Highest Level of Math Taken Senior Year	All, 2001-2005	1,381	63.8%	36.2%
	2001 - 2004	1,098	64.0%	36.0%
	2005	283	62.9%	37.1%
No Senior Math Course Taken	All, 2001-2005	2,063	73.9%	26.1%
	2001 - 2004	1,664	73.9%	26.1%
	2005	399	73.9%	26.1%



[1] Only includes students for whom there were ACT or ACCUPLACER scores

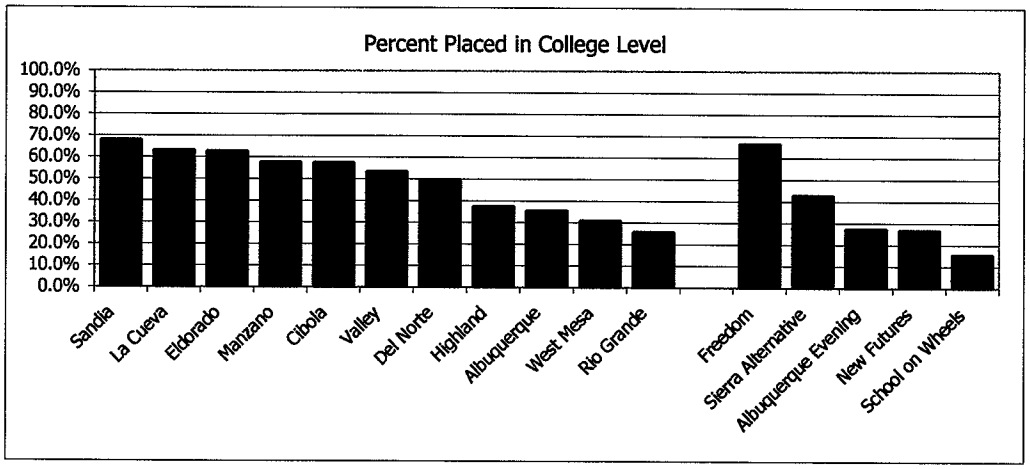
First-Time Recent APS Graduates Placement[1] by High School

APS Graduates Between 2001 and 2005

Total Graduates: 3,504

Reading and Sentence Placement

Type	High School	# Grads In Sample	% Grads In Sample	# Placed Into Develop-mental	# Placed into College Level	% Placed Into Develop-mental	% Placed into College Level
Comprehensive	Albuquerque	278	7.9%	179	99	64.4%	35.6%
Comprehensive	Cibola	421	12.0%	178	243	42.3%	57.7%
Comprehensive	Del Norte	255	7.3%	128	127	50.2%	49.8%
Comprehensive	Eldorado	313	8.9%	116	197	37.1%	62.9%
Comprehensive	Highland	210	6.0%	131	79	62.4%	37.6%
Comprehensive	La Cueva	226	6.4%	83	143	36.7%	63.3%
Comprehensive	Manzano	306	8.7%	129	177	42.2%	57.8%
Comprehensive	Rio Grande	270	7.7%	200	70	74.1%	25.9%
Comprehensive	Sandia	306	8.7%	98	208	32.0%	68.0%
Comprehensive	Valley	355	10.1%	165	190	46.5%	53.5%
Comprehensive	West Mesa	335	9.6%	231	104	69.0%	31.0%
Alternative	Evening	29	0.8%	21	8	72.4%	27.6%
Alternative	Freedom	87	2.5%	29	58	33.3%	66.7%
Alternative	New Futures	67	1.9%	49	18	73.1%	26.9%
Alternative	School on Wheels	32	0.9%	27	5	84.4%	15.6%
Alternative	Sierra Alternative	14	0.4%	8	6	57.1%	42.9%
Total		3,504	100.0%	1,772	1,732	50.6%	49.4%



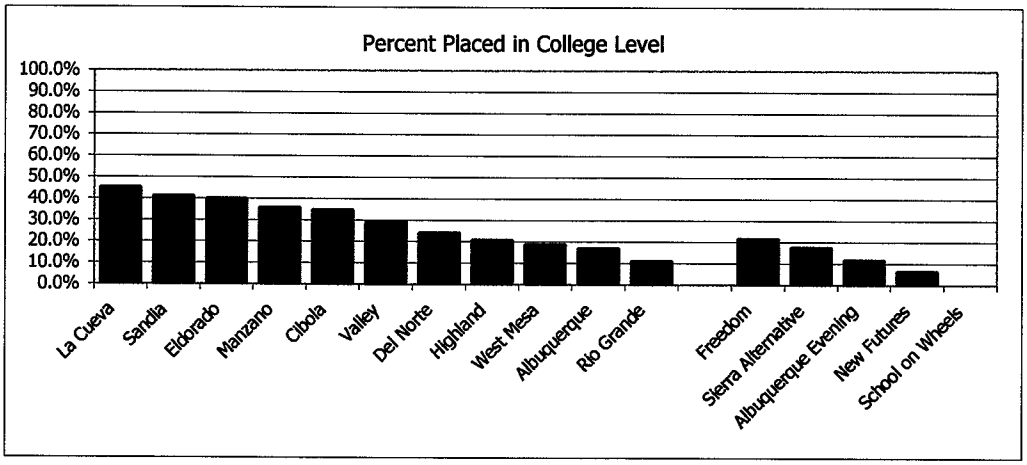
[1] Only includes students for whom there were ACCUPLACER scores

First-Time Recent APS Graduates Placement[1] by High School

APS Graduates Between 2001 and 2005

Total Graduates: 4,348

		Math Placement					
Type	High School	Graduates Who Also Took	% Graduates Who Also	Placed Into Developm	Placed into College Level	% Placed Into Developme	% Placed into College
Comprehensive	Albuquerque	344	7.9%	285	59	82.8%	17.2%
Comprehensive	Cibola	525	12.1%	342	183	65.1%	34.9%
Comprehensive	Del Norte	310	7.1%	235	75	75.8%	24.2%
Comprehensive	Eldorado	391	9.0%	234	157	59.8%	40.2%
Comprehensive	Highland	258	5.9%	204	54	79.1%	20.9%
Comprehensive	La Cueva	271	6.2%	148	123	54.6%	45.4%
Comprehensive	Manzano	387	8.9%	248	139	64.1%	35.9%
Comprehensive	Rio Grande	329	7.6%	292	37	88.8%	11.2%
Comprehensive	Sandia	394	9.1%	231	163	58.6%	41.4%
Comprehensive	Valley	439	10.1%	309	130	70.4%	29.6%
Comprehensive	West Mesa	415	9.5%	336	79	81.0%	19.0%
Alternative	Evening	34	0.8%	30	4	88.2%	11.8%
Alternative	Freedom	120	2.8%	94	26	78.3%	21.7%
Alternative	New Futures	76	1.7%	71	5	93.4%	6.6%
Alternative	School on Wheels	38	0.9%	38	0	100.0%	0.0%
Alternative	Sierra Alternative	17	0.4%	14	3	82.4%	17.6%
Total		4,348	100.0%	3,111	1,237	71.6%	28.4%



[1] Only includes students for whom there were ACCUPLACER scores

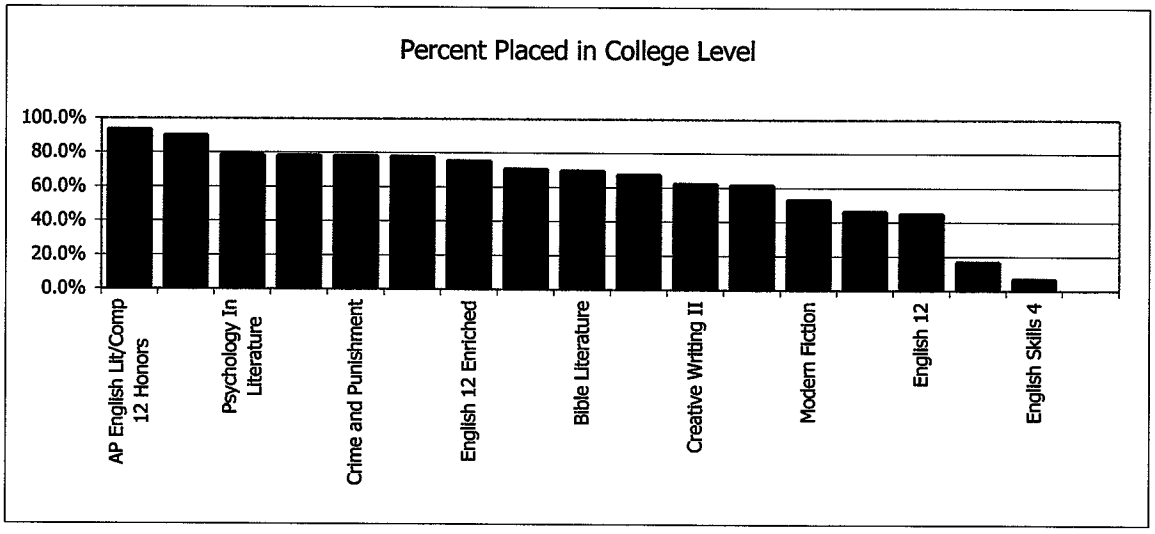
First-Time Recent APS Graduates Placement[1] by Senior English Course

Both Sentence Level and Reading Level

APS Graduates Between 2001 and 2005

Total Graduates: 2,832

Senior English	# Grads in Sample	% Grads in Sample	# Placed Into Develop-mental	# Placed Into College Level	% Placed Into Develop-mental	% Placed Into College Level
AP English Language/Composition	13	0.5%	5	8	38.5%	61.5%
AP English Lit/Comp 12 Honors	61	2.2%	4	57	6.6%	93.4%
Bible Literature	53	1.9%	16	37	30.2%	69.8%
British Literature	20	0.7%	2	18	10.0%	90.0%
Business English	6	0.2%	5	1	83.3%	16.7%
Creative Writing II	82	2.9%	31	51	37.8%	62.2%
Crime and Punishment	96	3.4%	21	75	21.9%	78.1%
English 12	1,534	54.2%	844	690	55.0%	45.0%
English 12 Enriched	341	12.0%	84	257	24.6%	75.4%
English Skills 4	278	9.8%	259	19	93.2%	6.8%
ESL I-IV 12th Grade	22	0.8%	22	0	100.0%	0.0%
Film Criticism	175	6.2%	57	118	32.6%	67.4%
Modern Fiction	17	0.6%	8	9	47.1%	52.9%
Modern/Contemporary Reading/Writing	26	0.9%	14	12	53.8%	46.2%
Mythology and Folklore In Literature	51	1.8%	11	40	21.6%	78.4%
Psychology In Literature	14	0.5%	3	11	21.4%	78.6%
Shakespeare	9	0.3%	2	7	22.2%	77.8%
World Humanities Literature	34	1.2%	10	24	29.4%	70.6%
Total	2,832	100.0%	1,398	1,434	49.4%	50.6%



[1] Only includes students for whom there were ACT or ACCUPLACER scores

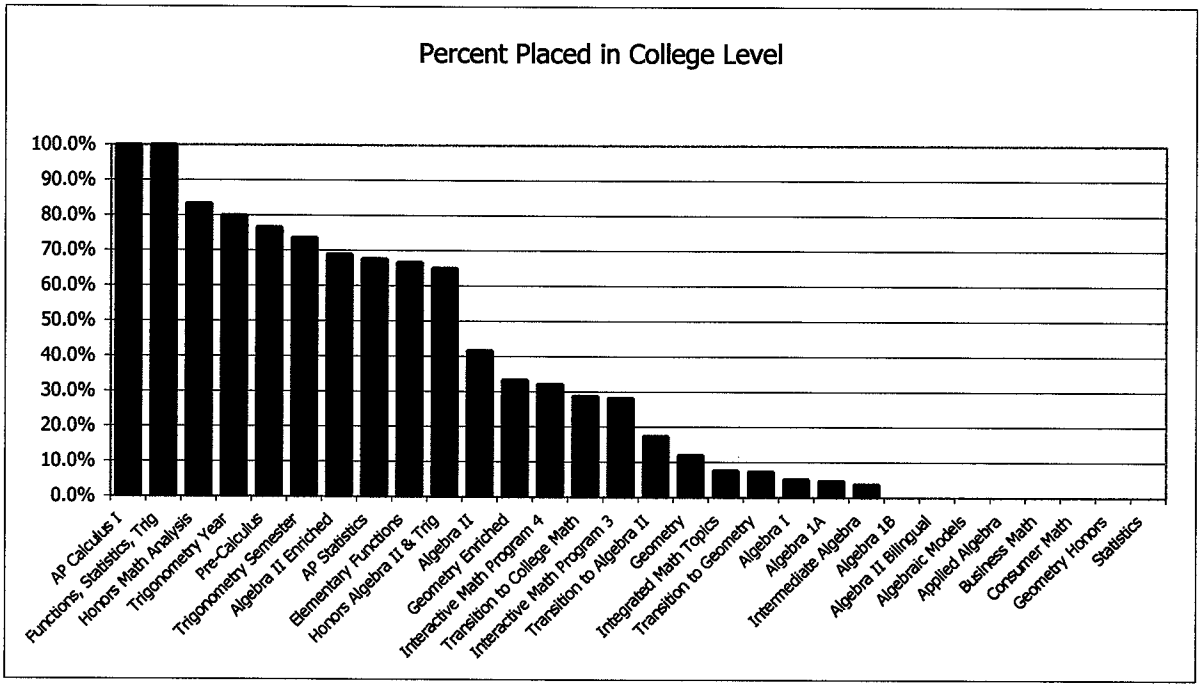
First-Time Recent APS Graduates Placement[1]
Highest Level of Math Taken in HS
APS Graduates Between 2001 and 2005

Total Graduates: 3,542

Highest Math Course Taken	# Grads In Sample	% Grads In Sample	# Placed Into Develop-mental	# Placed into College Level	% Placed Into Develop mental	% Placed into College Level
Algebra 1A	85	2.4%	81	4	95.3%	4.7%
Algebra 1B	97	2.7%	97	-	100.0%	0.0%
Algebra I	213	6.0%	202	11	94.8%	5.2%
Algebra II	1576	44.5%	920	656	58.4%	41.6%
Algebra II Bilingual	3	0.1%	3	-	100.0%	0.0%
Algebra II Enriched	29	0.8%	9	20	31.0%	69.0%
Algebraic Models	17	0.5%	17	-	100.0%	0.0%
AP Calculus I	16	0.5%	-	16	0.0%	100.0%
AP Statistics	34	1.0%	11	23	32.4%	67.6%
Applied Algebra	5	0.1%	5	-	100.0%	0.0%
Business Math	10	0.3%	10	-	100.0%	0.0%
Consumer Math	23	0.6%	23	-	100.0%	0.0%
Elementary Functions	3	0.1%	1	2	33.3%	66.7%
Functions, Statistics, Trig	1	0.0%	-	1	0.0%	100.0%
Geometry	705	19.9%	620	85	87.9%	12.1%
Geometry Enriched	3	0.1%	2	1	66.7%	33.3%
Geometry Honors	1	0.0%	1	-	100.0%	0.0%
Honors Algebra II & Trig	40	1.1%	14	26	35.0%	65.0%
Honors Math Analysis	18	0.5%	3	15	16.7%	83.3%
Integrated Math Topics	130	3.7%	120	10	92.3%	7.7%
Interactive Math Program 3	39	1.1%	28	11	71.8%	28.2%
Interactive Math Program 4	28	0.8%	19	9	67.9%	32.1%
Intermediate Algebra	54	1.5%	52	2	96.3%	3.7%
Pre-Calculus	175	4.9%	41	134	23.4%	76.6%
Statistics	5	0.1%	5	-	100.0%	0.0%
Transition to Algebra II	23	0.6%	19	4	82.6%	17.4%
Transition to College Math	80	2.3%	57	23	71.3%	28.8%
Transition to Geometry	81	2.3%	75	6	92.6%	7.4%
Trigonometry Semester	38	1.1%	10	28	26.3%	73.7%
Trigonometry Year	10	0.3%	2	8	20.0%	80.0%
Total	3,542	100.0%	2,447	1,095	69.1%	30.9%

[1] Only includes students for whom there were ACT or ACCUPLACER scores

First-Time Recent APS Graduates Placement[1]
Highest Level of Math Taken in HS
APS Graduates Between 2001 and 2005



[1] Only includes students for whom there were ACT or ACCUPLACER scores

First-Time Recent APS Graduates Placement[1]
Highest Level of Math Is Taken In Senior Year
APS Graduates Between 2001 and 2005

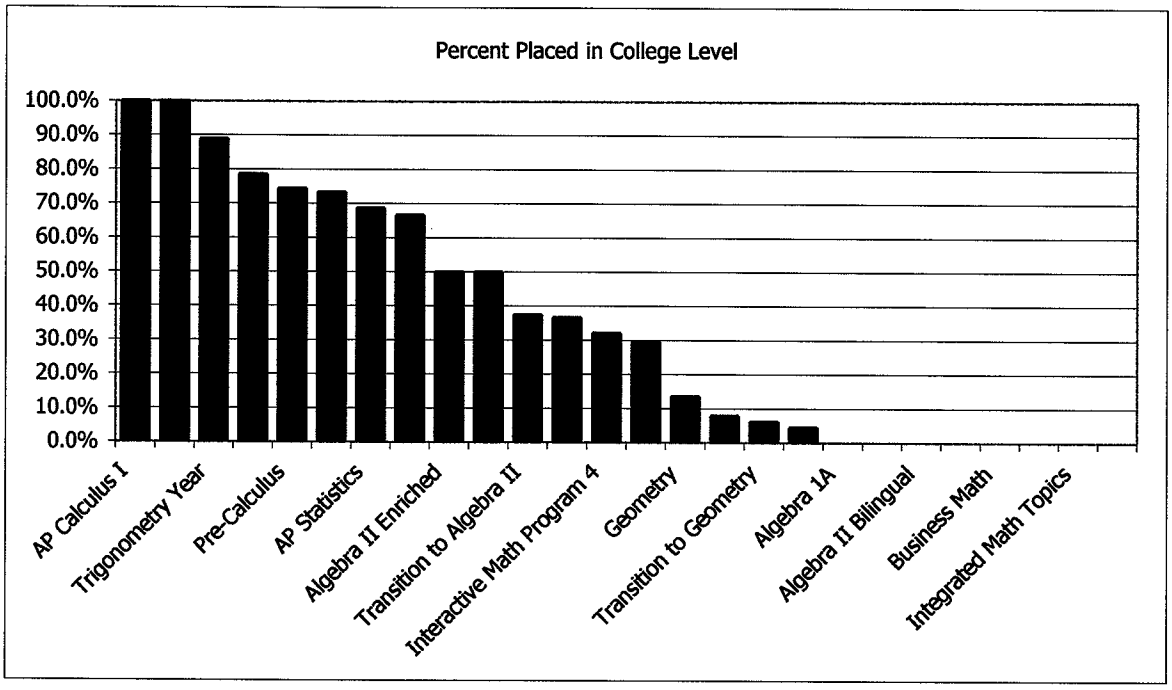
Total Graduates: 1,381

Highest Math Course Taken	# Grads In Sample	% Grads In Sample	# Placed Into Develop-mental	# Placed into College Level	% Placed Into Develop mental	% Placed into College Level
Algebra 1A	13	0.9%	13	-	100.0%	0.0%
Algebra 1B	21	1.5%	21	-	100.0%	0.0%
Algebra I	38	2.8%	35	3	92.1%	7.9%
Algebra II	677	49.0%	429	248	63.4%	36.6%
Algebra II Bilingual	1	0.1%	1	-	100.0%	0.0%
Algebra II Enriched	2	0.1%	1	1	50.0%	50.0%
Algebraic Models	13	0.9%	13	-	100.0%	0.0%
AP Calculus I	14	1.0%	-	14	0.0%	100.0%
AP Statistics	32	2.3%	10	22	31.3%	68.8%
Business Math	5	0.4%	5	-	100.0%	0.0%
Consumer Math	12	0.9%	12	-	100.0%	0.0%
Functions, Statistics, Trig	1	0.1%	-	1	0.0%	100.0%
Geometry	192	13.9%	166	26	86.5%	13.5%
Honors Algebra II & Trig	6	0.4%	2	4	33.3%	66.7%
Honors Math Analysis	14	1.0%	3	11	21.4%	78.6%
Integrated Math Topics	22	1.6%	22	-	100.0%	0.0%
Interactive Math Program 3	4	0.3%	2	2	50.0%	50.0%
Interactive Math Program 4	28	2.0%	19	9	67.9%	32.1%
Intermediate Algebra	22	1.6%	21	1	95.5%	4.5%
Pre-Calculus	145	10.5%	37	108	25.5%	74.5%
Statistics	2	0.1%	2	-	100.0%	0.0%
Transition to Algebra II	8	0.6%	5	3	62.5%	37.5%
Transition to College Math	54	3.9%	38	16	70.4%	29.6%
Transition to Geometry	16	1.2%	15	1	93.8%	6.3%
Trigonometry Semester	30	2.2%	8	22	26.7%	73.3%
Trigonometry Year	9	0.7%	1	8	11.1%	88.9%
Total	1,381	100.0%	881	500	63.8%	36.2%

[1] Only includes students for whom there were ACCUPLACER scores

First-Time Recent APS Graduates Placement[1]
Highest Level of Math Is Taken In Senior Year

APS Graduates Between 2001 and 2005



[1] Only includes students for whom there were ACT or ACCUPLACER scores

First-time Recent APS Graduates Placement by High School and Course

Senior English

APS Graduates Between 2001 and 2005

High School	Place-ment	Total	AP English Language / Composition	AP English Lit / Comp 12 Honors	Bible Literature	British Literature	Business English	Creative Writing II	Crime and Punishment	English 12	English 12 Enriched	English Skills 4	ESL I-IV 12th Grade	Film Criticism	Modern Fiction	Modern / Contemporary Reading / Writing
Albuquerque	Dev.	35.6%	100.0%	33.3%	0.0%	-	83.3%	-	-	72.1%	23.9%	96.2%	100.0%	0.0%	-	-
	College	64.4%	0.0%	66.7%	100.0%	-	16.7%	-	-	27.9%	76.1%	3.8%	0.0%	100.0%	-	-
Cibola	Dev.	57.7%	-	0.0%	0.0%	-	-	35.6%	100.0%	43.8%	100.0%	82.4%	100.0%	21.9%	80.0%	-
	College	42.3%	-	100.0%	100.0%	-	-	64.4%	0.0%	56.2%	0.0%	17.6%	0.0%	78.1%	20.0%	-
Del Norte	Dev.	49.8%	-	0.0%	-	-	-	-	-	59.7%	19.4%	90.9%	100.0%	-	-	-
	College	50.2%	-	100.0%	-	-	-	-	-	40.3%	80.6%	9.1%	0.0%	-	-	-
Eldorado	Dev.	62.9%	-	0.0%	-	-	-	66.7%	-	32.0%	5.9%	91.7%	100.0%	-	-	-
	College	37.1%	-	100.0%	-	-	-	33.3%	-	68.0%	94.1%	8.3%	0.0%	-	-	-
Highland	Dev.	37.6%	-	0.0%	-	-	-	50.0%	-	55.6%	50.0%	95.0%	-	57.1%	100.0%	-
	College	62.4%	-	100.0%	-	-	-	50.0%	-	44.4%	50.0%	5.0%	-	42.9%	0.0%	-
La Cueva	Dev.	63.3%	-	-	33.3%	-	-	-	-	31.0%	0.0%	94.1%	-	25.0%	-	77.8%
	College	36.7%	-	-	66.7%	-	-	-	-	69.0%	100.0%	5.9%	-	75.0%	-	22.2%
Manzano	Dev.	57.8%	-	0.0%	30.4%	-	-	7.7%	-	31.6%	-	97.2%	100.0%	32.0%	-	41.2%
	College	42.2%	-	100.0%	69.6%	-	-	92.3%	-	68.4%	-	2.8%	0.0%	68.0%	-	58.8%
Rio Grande	Dev.	25.9%	33.3%	33.3%	-	-	-	50.0%	50.0%	82.0%	44.0%	100.0%	100.0%	44.4%	-	-
	College	74.1%	66.7%	66.7%	-	-	-	50.0%	50.0%	18.0%	56.0%	0.0%	0.0%	55.6%	-	-
Sandia	Dev.	68.0%	-	0.0%	-	10.0%	-	-	18.9%	56.3%	0.0%	88.5%	100.0%	27.7%	27.3%	-
	College	32.0%	-	100.0%	-	90.0%	-	-	81.1%	43.8%	100.0%	11.5%	0.0%	72.3%	72.7%	-
Valley	Dev.	53.5%	-	0.0%	0.0%	-	-	0.0%	50.0%	58.7%	30.1%	100.0%	100.0%	35.5%	-	-
	College	46.5%	-	100.0%	100.0%	-	-	100.0%	50.0%	41.3%	69.9%	0.0%	0.0%	64.5%	-	-
West Mesa	Dev.	31.0%	-	11.1%	-	-	-	71.4%	-	75.6%	70.0%	100.0%	-	-	-	-
	College	69.0%	-	88.9%	-	-	-	28.6%	-	24.4%	30.0%	0.0%	-	-	-	-
ABQ Evening	Dev.	27.6%	-	-	-	-	-	0.0%	-	78.6%	100.0%	-	-	-	-	-
	College	72.4%	-	-	-	-	-	100.0%	-	21.4%	0.0%	-	-	-	-	-
Freedom	Dev.	66.7%	-	-	-	-	-	-	-	45.5%	-	-	-	0.0%	-	-
	College	33.3%	-	-	-	-	-	-	-	54.5%	-	-	-	100.0%	-	-
New Futures	Dev.	26.9%	-	-	-	-	-	62.5%	100.0%	70.6%	-	91.7%	100.0%	64.3%	-	-
	College	73.1%	-	-	-	-	-	37.5%	0.0%	29.4%	-	8.3%	0.0%	35.7%	-	-
School/Wheels	Dev.	15.6%	-	-	-	-	-	-	-	0.0%	-	-	-	-	-	-
	College	84.4%	-	-	-	-	-	-	-	100.0%	-	-	-	-	-	-
Sierra Alt.	Dev.	42.9%	-	-	-	-	-	-	-	75.0%	-	100.0%	-	0.0%	-	-
	College	57.1%	-	-	-	-	-	-	-	25.0%	-	0.0%	-	100.0%	-	-

First-Time Recent APS Graduates Placement by High School and Course
Highest Level of Math
APS Graduates Between 2001 and 2005

High School	Placement	Total	Algebra 1A	Algebra 1B	Algebra I	Algebra II	Algebra II Bilingual	Algebra II Enriched	Algebraic Models	AP Calculus I	AP Statistics	Applied Algebra	Business Math	Consumer Math
Albuquerque	Dev.	82.8%	100.0%	100.0%	100.0%	70.6%	100.0%	50.0%	-	0.0%	-	-	-	100.0%
	College	17.2%	0.0%	0.0%	0.0%	29.4%	0.0%	50.0%	-	100.0%	-	-	-	0.0%
Cibola	Dev.	65.1%	100.0%	100.0%	100.0%	61.4%	-	25.0%	-	0.0%	53.8%	-	100.0%	-
	College	34.9%	0.0%	0.0%	0.0%	38.6%	-	75.0%	-	100.0%	46.2%	-	0.0%	-
Del Norte	Dev.	75.8%	100.0%	100.0%	100.0%	80.0%	-	38.5%	-	-	-	-	-	100.0%
	College	24.2%	0.0%	0.0%	0.0%	20.0%	-	61.5%	-	-	-	-	-	0.0%
Eldorado	Dev.	59.8%	100.0%	-	87.8%	39.3%	-	-	-	0.0%	-	-	100.0%	100.0%
	College	40.2%	0.0%	-	12.2%	60.7%	-	-	-	100.0%	-	-	0.0%	0.0%
Highland	Dev.	79.1%	100.0%	-	100.0%	61.4%	100.0%	-	100.0%	0.0%	100.0%	-	-	-
	College	20.9%	0.0%	-	0.0%	38.6%	0.0%	-	0.0%	100.0%	0.0%	-	-	-
La Cueva	Dev.	54.6%	80.0%	-	90.0%	30.0%	-	-	-	-	-	-	100.0%	-
	College	45.4%	20.0%	-	10.0%	70.0%	-	-	-	-	-	-	0.0%	-
Manzano	Dev.	64.1%	100.0%	-	100.0%	42.9%	-	20.0%	-	-	20.0%	-	100.0%	100.0%
	College	35.9%	0.0%	-	0.0%	57.1%	-	80.0%	-	-	80.0%	-	0.0%	0.0%
Rio Grande	Dev.	88.8%	100.0%	100.0%	94.1%	85.3%	-	-	-	0.0%	-	-	100.0%	100.0%
	College	11.2%	0.0%	0.0%	5.9%	14.7%	-	-	-	100.0%	-	-	0.0%	0.0%
Sandia	Dev.	58.6%	-	-	92.9%	39.4%	-	-	100.0%	0.0%	16.7%	-	100.0%	-
	College	41.4%	-	-	7.1%	60.6%	-	-	0.0%	100.0%	83.3%	-	0.0%	-
Valley	Dev.	70.4%	100.0%	100.0%	100.0%	65.8%	-	-	-	0.0%	-	-	-	100.0%
	College	29.6%	0.0%	0.0%	0.0%	34.2%	-	-	-	100.0%	-	-	-	0.0%
West Mesa	Dev.	81.0%	89.5%	100.0%	100.0%	70.7%	-	-	-	0.0%	0.0%	-	-	100.0%
	Co	19.0%	10.5%	0.0%	0.0%	29.3%	-	-	-	100.0%	100.0%	-	-	0.0%
ABQ Evening	Dev.	88.2%	100.0%	100.0%	100.0%	85.7%	-	0.0%	-	-	-	-	100.0%	100.0%
	College	11.8%	0.0%	0.0%	0.0%	14.3%	-	100.0%	-	-	-	-	0.0%	0.0%
Freedom	Dev.	78.3%	100.0%	100.0%	100.0%	64.1%	-	-	-	-	-	100.0%	-	-
	College	21.7%	0.0%	0.0%	0.0%	35.9%	-	-	-	-	-	0.0%	-	-
New Futures	Dev.	93.4%	100.0%	100.0%	100.0%	84.6%	-	-	-	-	-	-	-	100.0%
	College	6.6%	0.0%	0.0%	0.0%	15.4%	-	-	-	-	-	-	-	0.0%
School/Wheels	Dev.	100.0%	100.0%	100.0%	100.0%	-	-	-	-	-	-	-	-	100.0%
Sierra Alt.	Dev.	82.4%	-	-	100.0%	60.0%	-	-	-	-	-	-	-	-
	College	17.6%	-	-	0.0%	40.0%	-	-	-	-	-	-	-	-

First-Time Recent APS Graduates Placement by High School and Course
Highest Level of Math-Continued
APS Graduates Between 2001 and 2005

High School	Placement	Total	Elementary Functions	Functions, Statistics, Trig	Geometry	Geometry Enriched	Geometry Honors	Honors Algebra II & Trig	Honors Math Analysis	Integrated Math Topic	Interactive Math Program 3	Interactive Math Program 4	Intermediate Algebra	Pre-Calculus
Albuquerque	Dev.	82.8%	-	-	94.9%	-	-	100.0%	0.0%	98.0%	-	-	-	16.7%
	College	17.2%	-	-	5.1%	-	-	0.0%	100.0%	2.0%	-	-	-	83.3%
Cibola	Dev.	65.1%	-	0.0%	84.0%	-	-	0.0%	-	-	100.0%	-	100.0%	27.8%
	College	34.9%	-	100.0%	16.0%	-	-	100.0%	-	-	0.0%	-	0.0%	72.2%
Del Norte	Dev.	75.8%	-	-	93.3%	-	-	0.0%	25.0%	0.0%	77.8%	100.0%	-	37.5%
	College	24.2%	-	-	6.7%	-	-	100.0%	75.0%	100.0%	22.2%	0.0%	-	83.3%
Eldorado	Dev.	59.8%	-	-	78.1%	-	-	0.0%	0.0%	-	40.0%	50.0%	-	16.7%
	College	40.2%	-	-	21.9%	-	-	100.0%	100.0%	-	60.0%	50.0%	-	83.8%
Highland	Dev.	79.1%	-	-	93.9%	-	100.0%	0.0%	-	100.0%	-	-	95.9%	42.9%
	College	20.9%	-	-	6.1%	-	0.0%	100.0%	-	0.0%	-	-	4.0%	57.1%
La Cueva	Dev.	54.6%	-	-	72.3%	-	-	-	-	83.3%	-	-	-	9.1%
	College	45.4%	-	-	27.7%	-	-	-	-	16.7%	-	-	-	90.9%
Manzano	Dev.	64.1%	-	-	79.0%	0.0%	-	50.0%	-	88.6%	-	-	-	12.5%
	College	35.9%	-	-	21.0%	100.0%	-	50.0%	-	11.4%	-	-	-	87.5%
Rio Grande	Dev.	88.8%	50.0%	-	97.7%	-	-	80.0%	25.0%	100.0%	-	-	-	-
	College	11.2%	50.0%	-	2.3%	-	-	20.0%	75.0%	0.0%	-	-	-	-
Sandia	Dev.	58.6%	-	-	88.9%	-	-	-	-	75.0%	-	-	-	0.0%
	College	41.4%	-	-	11.1%	-	-	-	-	25.0%	-	-	-	100.0%
Valley	Dev.	70.4%	-	-	94.5%	100.0%	-	0.0%	-	-	75.0%	63.6%	-	18.9%
	College	29.6%	-	-	5.5%	0.0%	-	100.0%	-	-	25.0%	36.4%	-	81.1%
West Mesa	Dev.	81.0%	0.0%	-	88.1%	-	-	0.0%	0.0%	100.0%	-	-	-	45.5%
	College	19.0%	100.0%	-	11.9%	-	-	100.0%	100.0%	0.0%	-	-	-	54.5%
ABQ Evening	Dev.	88.2%	-	-	100.0%	-	-	-	-	100.0%	-	-	-	-
	College	11.8%	-	-	0.0%	-	-	-	-	0.0%	-	-	-	-
Freedom	Dev.	78.3%	-	-	92.9%	-	-	0.0%	-	80.0%	-	-	100.0%	-
	College	21.7%	-	-	7.1%	-	-	100.0%	-	20.0%	-	-	0.0%	-
New Futures	Dev.	93.4%	-	-	95.8%	-	-	0.0%	-	100.0%	-	-	-	-
	College	6.6%	-	-	4.2%	-	-	100.0%	-	0.0%	-	-	-	-
School/Wheels	Dev.	100.0%	-	-	100.0%	-	-	-	-	100.0%	-	-	-	-
Sierra Alt.	Dev.	82.4%	-	-	75.0%	-	-	-	-	-	-	-	-	-
	College	17.6%	-	-	25.0%	-	-	-	-	-	-	-	-	-

First-Time Recent APS Graduates Placement by High School and Course
Highest Level of Math Is Taken Senior Year
APS Graduates Between 2001 and 2005

High School	Place-ment	TOTAL	Algebra 1A	Algebra 1B	Algebra I	Algebra II	Algebra II Bilingual	Algebra II Enriched	Algebraic Models	AP Calculus I	AP Statistics	Business Math	Consumer Math	Functions, Statistics, Trig	Geometry	Honors Algebra II & Trig
Albuquerque	Dev.	75.7%	-	-	100.0%	78.3%	-	-	-	0.0%	-	-	-	-	91.7%	-
	College	24.3%	-	-	0.0%	21.7%	-	-	-	100.0%	-	-	-	-	8.3%	-
Cibola	Dev.	56.9%	-	-	-	75.6%	-	-	-	0.0%	50.0%	-	-	0.0%	83.3%	0.0%
	College	43.1%	-	-	-	24.4%	-	-	-	100.0%	50.0%	-	-	100.0%	16.7%	100.0%
Del Norte	Dev.	81.4%	100.0%	100.0%	100.0%	88.6%	-	50.0%	-	-	-	-	100.0%	-	100.0%	-
	College	18.6%	0.0%	0.0%	0.0%	11.4%	-	50.0%	-	-	-	-	0.0%	-	0.0%	-
Eldorado	Dev.	47.9%	-	-	77.8%	45.3%	-	-	-	0.0%	-	-	100.0%	-	60.0%	-
	College	52.1%	-	-	22.2%	54.7%	-	-	-	100.0%	-	-	0.0%	-	40.0%	-
Highland	Dev.	78.2%	-	-	100.0%	63.9%	100.0%	-	100.0%	0.0%	100.0%	-	-	-	88.9%	-
	College	21.8%	-	-	0.0%	36.1%	0.0%	-	0.0%	100.0%	0.0%	-	-	-	11.1%	-
La Cueva	Dev.	46.4%	100.0%	-	83.3%	39.0%	-	-	-	-	-	-	-	-	61.5%	-
	College	53.6%	0.0%	-	16.7%	61.0%	-	-	-	-	-	-	-	-	38.5%	-
Manzano	Dev.	48.4%	-	-	100.0%	36.8%	-	-	-	-	20.0%	100.0%	100.0%	-	90.5%	-
	College	51.6%	-	-	0.0%	63.2%	-	-	-	-	80.0%	0.0%	0.0%	-	9.5%	-
Rio Grande	Dev.	80.2%	100.0%	-	100.0%	82.5%	-	-	-	0.0%	-	100.0%	100.0%	-	100.0%	66.7%
	College	19.8%	0.0%	-	0.0%	17.5%	-	-	-	100.0%	-	0.0%	0.0%	-	0.0%	33.3%
Sandia	Dev.	43.2%	-	-	100.0%	32.8%	-	-	100.0%	0.0%	16.7%	100.0%	-	-	81.3%	-
	College	56.8%	-	-	0.0%	67.2%	-	-	0.0%	100.0%	83.3%	0.0%	-	-	18.8%	-
Valley	Dev.	64.0%	100.0%	100.0%	-	76.2%	-	-	-	0.0%	-	-	100.0%	-	81.3%	0.0%
	College	36.0%	0.0%	0.0%	-	23.8%	-	-	-	100.0%	-	-	0.0%	-	18.8%	100.0%
West Mesa	Dev.	73.0%	100.0%	100.0%	100.0%	70.0%	-	-	-	0.0%	0.0%	-	-	-	86.7%	0.0%
	College	27.0%	0.0%	0.0%	0.0%	30.0%	-	-	-	100.0%	100.0%	-	-	-	13.3%	100.0%
ABQ Evening	Dev.	100.0%	100.0%	-	-	100.0%	-	-	-	-	-	-	100.0%	-	-	-
Freedom	Dev.	90.9%	-	-	100.0%	50.0%	-	-	-	-	-	-	-	-	100.0%	-
	College	9.1%	-	-	0.0%	50.0%	-	-	-	-	-	-	-	-	0.0%	-
New Futures	Dev.	96.0%	-	100.0%	100.0%	83.3%	-	-	-	-	-	-	-	-	100.0%	-
	College	4.0%	-	0.0%	0.0%	16.7%	-	-	-	-	-	-	-	-	0.0%	-
School/Wheels	Dev.	100.0%	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	-
Sierra Alt.	Dev.	62.5%	-	-	100.0%	50.0%	-	-	-	-	-	-	-	-	50.0%	-
	College	37.5%	-	-	0.0%	50.0%	-	-	-	-	-	-	-	-	50.0%	-

First-Time Recent APS Graduates Placement by High School and Course
Highest Level of Math Is Taken Senior Year-Continued
APS Graduates Between 2001 and 2005

High School	Place-ment	TOTAL	Honors Math Analysis	Integrated Math Topics	Interactive Math Program 3	Interactive Math Program 4	Intermediate Algebra	Pre-Calculus	Statistics	Transition to Algebra II	Transition to College Math	Transition to Geometry	Trigonometry Semester	Trigonometry Year
Albuquerque	Dev.	75.7%	0.0%	100.0%	-	-	-	16.7%	-	-	85.7%	-	-	-
	College	24.3%	100.0%	0.0%	-	-	-	83.3%	-	-	14.3%	-	-	-
Cibola	Dev.	56.9%	-	-	-	-	100.0%	25.0%	-	-	50.0%	-	18.8%	11.1%
	College	43.1%	-	-	-	-	0.0%	75.0%	-	-	50.0%	-	81.3%	88.9%
Del Norte	Dev.	81.4%	50.0%	-	-	100.0%	-	43.3%	-	-	-	-	-	-
	College	18.6%	50.0%	-	-	0.0%	-	56.7%	-	-	-	-	-	-
Eldorado	Dev.	47.9%	0.0%	-	66.7%	50.0%	-	18.2%	-	-	-	-	-	-
	College	52.1%	100.0%	-	33.3%	50.0%	-	81.8%	-	-	-	-	-	-
Highland	Dev.	78.2%	-	-	-	-	94.7%	66.7%	100.0%	-	-	-	100.0%	-
	College	21.8%	-	-	-	-	5.3%	33.3%	0.0%	-	-	-	0.0%	-
La Cueva	Dev.	46.4%	-	-	-	-	-	11.1%	-	-	63.6%	-	33.3%	-
	College	53.6%	-	-	-	-	-	88.9%	-	-	36.4%	-	66.7%	-
Manzano	Dev.	48.4%	-	100.0%	-	-	-	14.3%	100.0%	-	-	100.0%	14.3%	-
	College	51.6%	-	0.0%	-	-	-	85.7%	0.0%	-	-	0.0%	85.7%	-
Rio Grande	Dev.	80.2%	28.6%	100.0%	-	-	-	-	-	-	-	-	50.0%	-
	College	19.8%	71.4%	0.0%	-	-	-	-	-	-	-	-	50.0%	-
Sandia	Dev.	43.2%	-	-	-	-	-	0.0%	-	62.5%	0.0%	100.0%	-	-
	College Level	56.8%	-	-	-	-	-	100.0%	-	37.5%	100.0%	0.0%	-	-
Valley	Dev.	64.0%	-	-	0.0%	63.6%	-	21.2%	-	-	85.0%	-	-	-
	College	36.0%	-	-	100.0%	36.4%	-	78.8%	-	-	15.0%	-	-	-
West Mesa	Dev.	73.0%	0.0%	-	-	-	-	71.4%	-	-	66.7%	91.7%	-	-
	College	27.0%	100.0%	-	-	-	-	28.6%	-	-	33.3%	8.3%	-	-
ABQ Evening	Dev.	100.0%	-	-	-	-	-	-	-	-	-	-	-	-
Freedom	Dev.	90.9%	-	-	-	-	-	-	-	-	-	-	-	-
	College	9.1%	-	-	-	-	-	-	-	-	-	-	-	-
New Futures	Dev.	96.0%	-	100.0%	-	-	-	-	-	-	-	-	-	-
	College	4.0%	-	0.0%	-	-	-	-	-	-	-	-	-	-
Schoo/Wheels	Dev.	100.0%	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Alt.	Dev.	62.5%	-	-	-	-	-	-	-	-	-	-	-	-
	College	37.5%	-	-	-	-	-	-	-	-	-	-	-	-

HED/PED Alignment Task Force
New Mexico Public Postsecondary Institutions
Placement Exam Cut Scores Matrix
English 1113 and Math 1113
(N.M. General Education Common Core)
June 22, 2006

IHE	MATH1113	Accuplacer		SAT	Compass		ACT	Other
		Elem. Algebra	Coll Algebra	Math	Algebra	Coll Algebra	Math	
ENMU	MATH 119			530	66		22**	
NMHU	MATH 140				66		24	
NMMI	MATH 103			500			21	
NMSU-A	MATH 121G			420			18	GPA>3.5
NNMC	MATH 150						23	InHouse
UNM	MATH 121			510	55	34	22	
WNMU	MATH 131			500	60		21	
ENMU-Ros	MATH 119	72					24	
ENMU-Rui	MATH 119	72					24	
NMSU-A	MATH 121G				70			
NMSU-C	MATH 121G				70			
NMSU-DA	MATH 121G			460	60		18-20	GPA>3.0
NMSU-G	MATH 121G		104					
UNM-G	MATH 121				55		22	
UNM-LA	MATH 121				55		22	
UNM-T	MATH 121				55		22	
UNM-V	MATH 121				55		22	
CNM	MATH 121		60	460			23	
CCC	MATH 110	109	63					
LCC	MATH 180				66	31	23	
MCC	MATH 110				66			
NMJC	MATH 113			460	66	45	20	
NMMI	MATH 1113							
SJC	MATH 185	104						
SFCC	MATH 121			510			22	InHouse
Diné	MATH 100*				70			
IAIA								
NTC (CIT)								
SIPI	MATH 121					45		

*Diné uses this cut score for MATH 100, 110, 190, and 191

**ENMU requires ACT of 22 with alg/geo subscore>9 or ACT Math of 24

SAT NATIONAL AVERAGE (2006)
Critical Reading: 503
Writing: 497
Math: 518
ACCUPLACER NATIONAL AVERAGE

ACT NATIONAL AVERAGE (2006)				
	English	Math	Reading	Science
Natl	20.6	20.8	21.4	20.9
NM	19.3	19.6	20.7	20.1

ACT COLLEGE READINESS BENCHMARKS

	ACT	COMPASS	PLAN (10th)	EXPLORE (8th)	Percent Who Scored Natl	Percent Who Scored NM
English	18	69	15	13	69%	66%
Coll Alg	22	65	19	17	42%	31%
Reading	21	66	17	15	53%	48%
Science	24	n/a	21	20	27%	21%

If an 8th grador scores a 13 on the English section of EXPLORE, then they would be likely to obtain an 18 on the English section of the ACT, and so on.

Nationally, 21% of students met all 4 Benchmarks; 16% met all 4 in NM.

ATTACHMENT 1

HED/PED Alignment Task Force
New Mexico Public Postsecondary Institutions
Placement Exam Cut Scores Matrix
English 1113 and Math 1113
(N.M. General Education Common Core)
June 22, 2006

IHE	ENG1113	Accuplacer			SAT	Compass			ACT	Other
		Reading	Sentence Skills	WriterPlacer	Verbal/CT	Reading	Writing	E-Write	English	
ENMU	ENG102				460		71		19	
NMHU	ENGL 111						70		17	
NMMI	ENG 111				471				20	
NMSU	ENG 111G				400				16	
NNMC	ENG 111						70		18	TABE>12
UNM	ENGL101				450		75		19	
WNMU	ENGL 101				500	70	70		21	
ENMU-Ros	ENG 102	83	86	8	470				19	
ENMU-Rui	ENG 102	83	86	8					19	
NMSU-A	ENG 111G						70			
NMSU-C	ENG 111G						76	6-8		
NMSU-DA	ENG 111G				400		71		16	
NMSU-G	ENG 111G	70	85							
UNM-G	ENGL101						78		19	
UNM-LA	ENGL101						78		19	
UNM-T	ENGL101						78		19	
UNM-V	ENGL101						78		19	
CNM	ENG 101	80	85		330				18	
CCC	ENG 102	80	80							
LCC	ENG 111						70		19	
MCC	ENG 102						70		18	
NMJC	EN 113				430		70 60		18	
NMMI	ENG 1113						70		18	
SJC	ENGL 111		85							
SFCC	ENGL 111				450				19	
Dine	ENG 101	111	82	7						
IAIA										
NTC (CIT)										
SIPI	ENG 101						75			

SAT NATIONAL AVERAGE (2006)
Critical Reading: 503
Writing: 497
Math: 518
ACCUPLACER NATIONAL AVERAGE

ACT NATIONAL AVERAGE (2006)				
	English	Math	Reading	Science
Natl	20.6	20.8	21.4	20.9
NM	19.3	19.6	20.7	20.1

ACT COLLEGE READINESS BENCHMARKS

	ACT	COMPASS	PLAN (10th)	EXPLORE (8th)	Percent Who Scored Natl	NM
English	18	69	15	13	69%	66%
Coll Alg	22	65	19	17	42%	31%
Reading	21	88	17	15	53%	48%
Science	24	n/a	21	20	27%	21%

If an 8th grader scores a 13 on the English section of EXPLORE, then they would be likely to obtain an 18 on the English section of the ACT, and so on.

Nationally, 21% of students met all 4 Benchmarks; 16% met all 4 in NM.

ATTACHMENT 2

The Cost of Remedial Education in New Mexico 2006-2007

Total enrollments in remedial courses for NM Public Higher Education Institutions (Fall 05, Spring 06, and Summer 06)

Remedial Subject	Credits
Basic Skills, General	20,034
Numeracy and Computational Skills	96,695
Career Exploration/Awareness Skills	1,615
Literacy and Communication Skills	63,643
Basic Skills, Other	6,174
Total Credits	188,161

The formula cost factor for **FY08** for lower level Tier 1 is **$123.47**

Which puts the credit hour portion of the funding formula at: ***$23,232,238.67***

or again the size of a small community college.

Related Factoid - remedial accounts for 7.8% of all credits reported during that period and 11.7% of all lower division.

Paul Landrum, NMHED Director of Planning and Research

ATTACHMENT 3

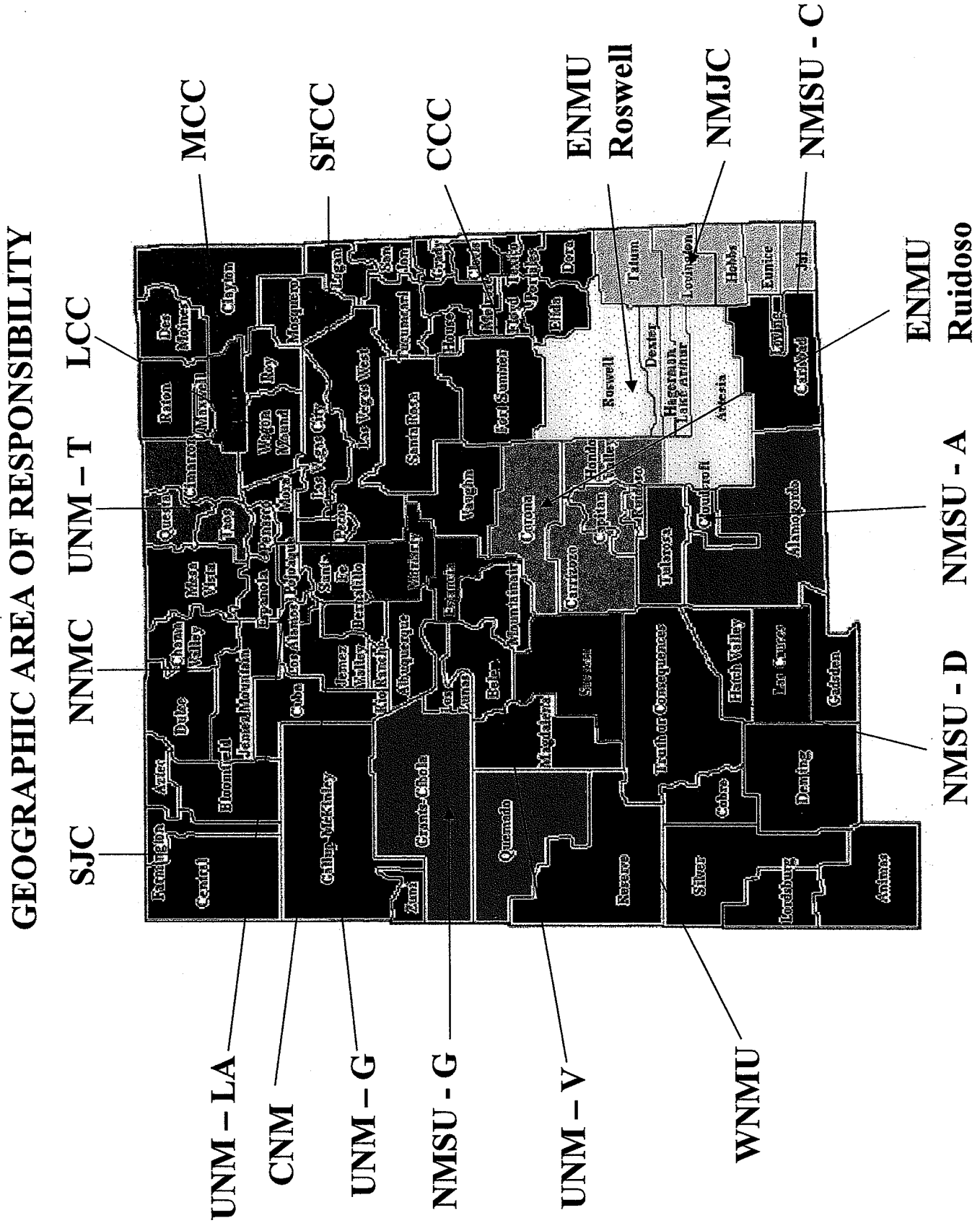
INITIATIVES TO REDUCE THE NEED FOR DEVELOPMENTAL COURSE-TAKING AT SELECTED NEW MEXICO POSTSECONDARY INSTITUTIONS

Institution	School Districts	Initiatives
Central NM College (CNM)	Albuquerque Rio Rancho Bernalillo	• Joint research project to tally placement of over 5000 first-time, first-year APS students at CNM over five years in developmental vs. college-level English and Math, disaggregated based on high school, ethnicity, gender, and highest level high school English and math course • CNM and APS used data to broaden dialogue regarding alignment of standards and curriculum; shared data with board, principals, teachers and community in 2006-2007 • CNM is beginning discussions with Rio Rancho and Bernalillo to replicate the research with those districts • CNM offers career clusters programs with all 3 districts, include four years of English and math and recommend senior year science • APS Redesign Revisited Summit in February 2007 focused on career pathways, teams from each HS with CNM department heads to focus on promoting smaller learning communities and career pathways • Dual credit (101 level courses and above only); intend to expand; for instance, CNM can offer existing "Financial Literacy" to address new elective requirement • Partnership with Rio Rancho: CNM tests 10th graders to assess for college readiness. Those who test ready receive a certificate, those who don't receive advising. Expect to add Rio Grande HS, possibly Bernalillo in 2007-2008 • "Bridge to a Bachelor's Degree" program in partnership with Rio Grande HS: administer Accuplacer to 50 10th, 11th, and 12th graders for early alert. Second semester seniors allowed to take 99 level courses in spring semester, 100 level courses in summer as a cohort to prepare for college level work in fall • CNM is developing strategies to address needs of ELL students, for instance, through a smaller learning community that offers a content course with a related ESL course
CNM and UNM	Albuquerque Rio Rancho Bernalillo	• Continuing Success Committee (CNM, UNM, APS, Bernalillo, Rio Rancho) meets to discuss alignment and other issues • Annual spring "summits" in English and math for APS high school teachers, counselors, and CNM and UNM instructors to examine gaps in curricula and align • Teacher exchange: CNM and UNM freshman math professors visit APS 9th to 11th grade math classes • Teacher exchange: UNM English professors and APS 12th grade English teachers collaborate and work

CNM and UNM	Albuquerque Rio Rancho Bernalillo	with HS students to illustrate expectations for students and teachers • UNM faculty taught MA 120 (college Algebra) to seniors who qualified based on ACT scores at Eldorado HS and Highland HS for college but not HS credit to give students a taste of college learning. Lumina grant paid for textbooks • APS/CNM/UNM collaborative review of college admissions requirements, spring 2007
Clovis Community College (CCC)	Clayton Clovis Corona Elida Ft. Sumner Grady House Logan Melrose Portales Santa Rosa Texico Vaughn	• Provides data to Clovis superintendent concerning placement of Clovis High School graduates as freshmen in CCC when requested • Partners with Clovis district to create career and academic pathways to ensure they take courses needed for postsecondary pursuits • Makes Accuplacer available to high school students and encourages students to take it before grade 11 • Plan to offer developmental coursework to high school students • Partners with Clovis district for GEAR-UP program to improve preparation for college • Administers Accuplacer to 10th graders, hope to start with 9th graders in GEAR-UP program at Clovis • ITV consortium for distance delivered dual credit • Area vocational school on campus, provides programs for Clovis, Portales, Texico
Eastern NM University	Clovis Dora Elida Floyd Ft. Sumner Logan Melrose Portales San Jon Tucumcari	• Provide districts with annual report of how their students are doing after fall semester, freshman year: what English and math courses they take and their GPA (see sample) • Informal conversations between math faculty and superintendents regarding alignment of math standards
ENMU-Roswell	Artesia Dexter Hagerman Lake Arthur Roswell	• Administer Accuplacer in spring before graduation in most high schools • Early College High School program with Hagerman and Dexter • Large dual credit program
NM Junior College	Eunice Hobbs Jal Lovington Tatum	• Monthly meetings between President and five local superintendents to discuss issues such as how to raise bar for all students • Bus juniors and seniors to Area Career Technical High School located on campus for CTE courses. Students have to take technical physics and technical math and be able to comprehend high-level technical reading • Dual credit programs delivered via ITV, students can take general ed core courses (up to 33 credits). Start placement testing of these students in junior year • Approximately 350 students either in CTE or dual enrolled in general education transfer module

NM Junior College	Eunice Hobbs Jal Lovington Tatum	• In fall 2007, plan to begin testing sophomores for placement in English 101, College Algebra so students will have two years to complete remediation • Jal seniors required to be enrolled in CTE or general education core
NMSU-Doña Ana	Gadsden Hatch Valley Las Cruces	• Meet with district superintendents, principals, and other staff on a quarterly basis • Provide reports on student placement and other data to each district • Higher education math faculty and Gadsden HS math teachers meeting to align math curriculum on teacher in-service days; have discussed expanding to Las Cruces and Hatch • Offered Compass pretest to all 11th graders in Gadsden, Hatch, and one Las Cruces HS – will expand to all local high schools in fall 2007; trained HS counselors to advise students re: college preparation based on results • Offered summer bridge program for 17 "borderline" seniors based on ACT scores, 6 4-hour days of intensive math refresher so they can bypass developmental math; will repeat and expand this year, in January and summer
San Juan College	Aztec Bloomfield Central Farmington	• Share disaggregated placement data with local districts annually (see sample) • Approximately 300 local high school students each year in CTE programs. Ongoing dialogue about how to integrate general ed core requirements into the curriculum • TRIO programs (GEAR-UP, Upward Bound, etc.)
Santa Fe Community College	Santa Fe	• In the process of replicating APS/CNM data mining research regarding transcript history • Will develop a strategic plan • GEAR-UP
UNM-Gallup	Gallup-McKinley County Zuni Also: Fort Wingate Window Rock (AZ) Fort Defiance	• Administer the Compass test under auspices of Achieving the Dream to juniors in local districts • Promote dual enrollment • Administer Compass to all dual credit students • Plan to expand Compass to all local HS students • Summer "Transition to College Life" bridge program at Gallup and Zuni campuses: Math, math lab and college success courses (7 credits) • Recently selected to participate in a community engagement project to research and study local attitudes and expectations regarding college • Approximately 17 career pathways programs • Expanding CTE programs through planned regional Vo-Tech

ATTACHMENT 4



SOURCE: New Mexico Higher Education Department, 2007